

**TEACHER'S DIRECT WRITTEN CORRECTIVE FEEDBACK ON
STUDENTS' WRITING DESCRIPTIVE TEXT**

THESIS

**Presented as a Partial Fulfillment of the Requirement for Master Degree of
English Language Education**



AHLAN
NIM : 201720560211026

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG**

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Proposed by:

AHLAN

201720560211026

Has been accepted on
Wednesday, 22nd January 2020

Advisor I



Bayu H. Wicaksono, Ph.D

Advisor II



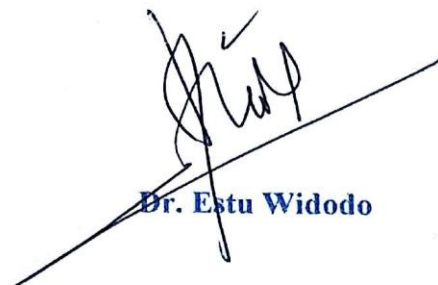
Dr. Fardini Sabilah

Director of Directorate of
Postgraduate Program



Alkhairul An'am, Ph.D

Head of Study Program



Dr. Estu Widodo

THESIS

Written by:

AHLAN

201720560211026

Has been examined in front of examiners
On Wednesday, 22nd January 2020 and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : Bayu H. Wicaksono, Ph.D

Secretary : Dr. Fardini Sabilah

1st Examiner : Dr. Estu Widodo

2nd Examiner : Dr. Sri Hartiningsih

LETTER OF STATEMENT

I, the undersigned:

Name : **AHLAN**
NIM : **201720560211026**
Study Program : **Magister Pendidikan Bahasa Inggris**

Hereby declares that:

1. The thesis entitled: **TEACHER'S DIRECT WRITTEN CORRECTIVE FEEDBACK ON STUDENTS' WRITING DESCRIPTIVE TEXT** is my original work and contains no one scientific paper that may be proposed to achieve an academic degree at my university. Additionally, there is no other's idea or citation except those which have been quoted and mentioned in bibliography.
2. If there is proven as form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting **THE CANCELATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 18 January 2020

Researcher

AHLAN



MOTTO AND DEDICATION

Motto:

“Happiness and successful are working in the work that you love”
(Ahlan)

“Hidup adalah Tugas maka selesaikanlah, hidup adalah cita-cita maka capailah,
hidup adalah janji maka penuhilah”
(Fp. Lautan Cinta Penuh Berkah)

Dedication:

Especially, this work is presented to:

My parents

My wife and son

My sisters and brothers

My aunties and uncles

All my friends in Malang

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Bismillahirrahmanirrohim

Alhamdulillah, all praise be to Allah, the merciful, and charitable. He has given the researcher the guidance and blessing, so the researcher can finish this thesis. Sholawat and salam are always given to the prophet Muhammad SAW.

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Finally, the researcher would like to dedicate the special thanks to his family for showering researcher with love and pray. Special thanks are due to researcher's beloved wife (Hamsiah) who always support with love and pray. Also, researcher's parents (La Imba, Wa Maamu, and Wa Bani) who never stop loving, praying, and supporting the researcher in accomplishing this study. Then, special thanks to researcher's beloved friends in Malang for their encouragement, love, care, patient and pray so the researcher can finish this study.

Malang, January 2020

Ahlan

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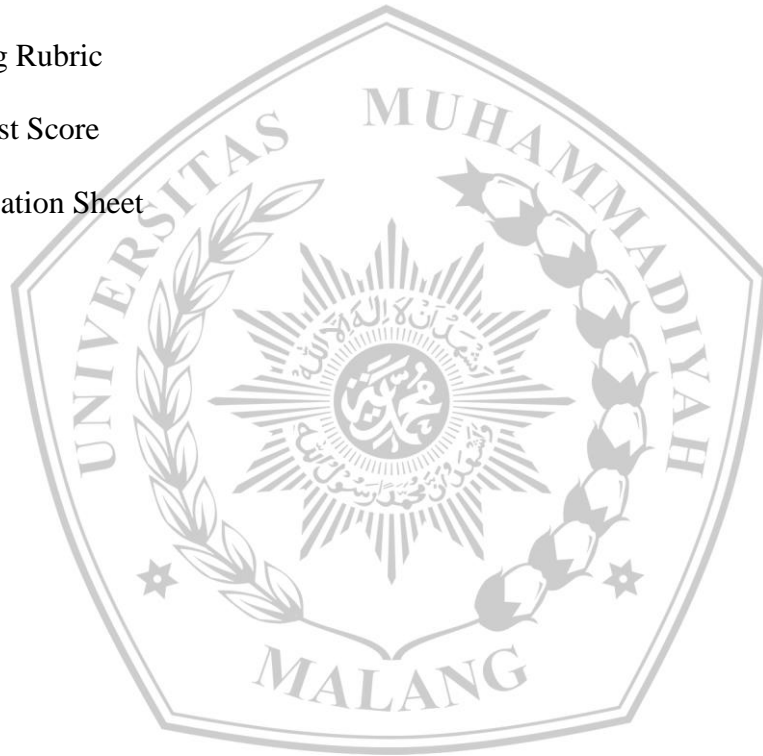
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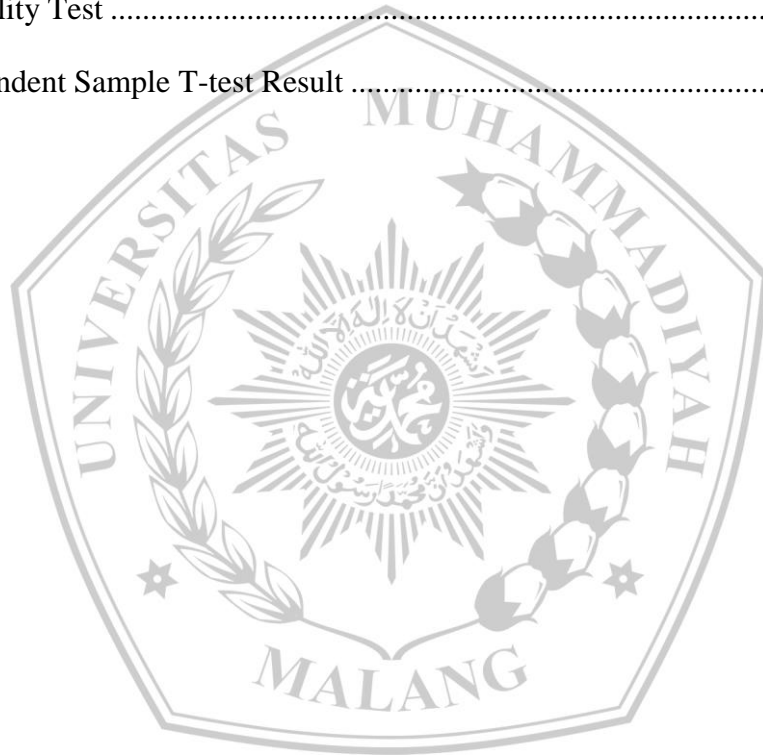
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TEACHER'S DIRECT WRITTEN CORRECTIVE FEEDBACK ON STUDENTS' WRITING DESCRIPTIVE TEXT

Ahlan

ahlanlombe@gmail.com

Bayu H. Wicaksono, M.Ed, Ph.D (NIDN. 0728117401)

Dr. Fardini Sabilah, M.Pd (NIDN. 0723127001)

Master of English Language Education, University of Muhammadiyah Malang
Malang, Jawa Timur, Indonesia

Abstract

The teaching of writing in EFL students was being an interesting issue to be study. Writing was called as a difficult skill compared to other language skills. In the writing process, students were asked to be able to organize idea or sentence, so that the readers understood the messages from writers. Many articles discussed about students' writing ability and the result finding showed that most of the students' score were below the standard score. In order to enhance students ability to write, the researcher was trying to implement a direct written corrective feedback on students writing. This study aimed to prove the magnitude impact of direct written corrective feedback on students' writing descriptive text.

The study was conducted in tenth grade of SMK Muhammadiyah 2 Malang as the sample of the study. Class X of BDB as control group and X of OTKP as experimental group. The study used a quasi-experimental research design. The quasi-experimental design was one of quantitative research methods in order to gain the numerical data. The data was collected by distributing writing test to the students. the students were asked to write a text about description of object. After the data was collected, the researcher analyze the data by using t-test calculation from SPSS 26 version to compare the mean score from experimental and control group.

The research finding from the statistical data analysis of independent sample t-test showed that the significance (2-tailed) value was .097 > .05. It meant that the teaching of writing with the guiding of teacher' direct written corrective feedback did not show better performance on students' writing descriptive text compared to the students who have not given direct written corrective feedback. Eventhough, students' mean score of post-test of experimental group (72,423) was higher than control group (71,143). It didn't mean that the teacher's direct written corrective feedback has better impact on students' writing descriptive text.

Keywords: Students' Writing, Descriptive Text, Direct Written Feedback

UMPAN BALIK TERTULIS LANGSUNG DARI GURU TERHADAP TULISAN SISWA TENTANG TEKS DESKRIPTIF

Ahlan

ahlanlombe@gmail.com

Bayu H. Wicaksono, M.Ed, Ph.D (NIDN. 0728117401)

Dr. Fardini Sabilah, M.Pd (NIDN. 0723127001)

Pascasarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang
Malang, Jawa Timur, Indonesia

Abstrak

Pengajaran menulis terhadap siswa bahasa Inggris sebagai bahasa asing menjadi persoalan yang menarik untuk dikaji. Keterampilan menulis disebut sebagai keterampilan yang sulit dibandingkan dengan keterampilan bahasa yang lainnya. Karena di dalam proses menulis, siswa dituntut agar mampu mengatur gagasan dan kalimat, sehingga pembaca mengerti dengan jelas pesan yang disampaikan oleh penulis. Beberapa artikel membahas tentang kemampuan menulis siswa dan hasilnya menunjukkan bahwa sebagian besar nilai siswa di bawah nilai standar. Berdasarkan hal tersebut, untuk meningkatkan kemampuan siswa dalam menulis, peneliti mencoba melakukan penelitian dengan mengimplementasikan umpan balik tertulis secara langsung terhadap tulisan siswa. Penelitian ini bertujuan untuk menilai seberapa besar pengaruh umpan balik tertulis langsung terhadap tulisan siswa tentang teks deskriptif.

Penelitian ini dilakukan di kelas sepuluh SMK Muhammadiyah 2 Malang sebagai sampel penelitian. Kelas X-BDB sebagai kelompok kontrol dan Kelas X-OTKP sebagai kelompok eksperimen. Penelitian menggunakan desain kuasi-eksperimen untuk memperoleh data yang berupa angka. Data dikumpulkan dengan mendistribusikan tes tulis kepada siswa dan diminta untuk menulis teks atau paragraf tentang mendeskripsikan benda. Setelah data dikumpulkan, peneliti menganalisis data dengan menggunakan *independent sample t-test* dari SPSS versi 26, untuk membandingkan nilai rata-rata dari kelompok eksperimen dan kelompok kontrol.

Hasil penelitian dari analisis data statistik dengan menggunakan *independent sample t-test* menunjukkan bahwa nilai signifikansi .097 di atas .05 (.097>.05). Hasil tersebut dapat diinterpretasikan bahwa pengajaran menulis dengan pemberian umpan balik tertulis secara langsung tidak menunjukkan kinerja yang lebih baik terhadap tulisan siswa tentang teks deskriptif, bila dibandingkan dengan kelompok siswa yang tidak diberikan umpan balik tertulis. Meskipun, nilai rata-rata kelompok eksperimen (72.423) lebih tinggi daripada kelompok kontrol (71.143).

Kata Kunci: Tulisan Siswa, Teks Deskriptif, Umpan Balik Tertulis Langsung

INTRODUCTION

Background of the Research

Recently, the teaching of writing has become even greater than other language skills in foreign language teaching. Writing does not mean to learn grammar and vocabulary only, but writing is also a valuable skill for the writer (Weigle, 2007). In line with that, in communicative language teaching, writing is a skill that many people interested in because writers can convey various messages, ideas and thoughts through writing (Harmer, 2004). It is clear that in the learning objectives students are required to master the elements of writing, such as organizing the ideas into writing short stories, letters or other assignments.

Many researchers are interested in conducting research on the development of writing skills. Because of writing is seen as an important thing to develop, then the implementation of various teaching strategies for writing classes is very important as benchmarks for improving teaching writing.

Writing is the way of writer expresses their ideas instead of speaking. Writing has often been as a secondary symbolic system, based on speech (Coulmas, 2003). On the other hand, among the language skills, writing seems to be one of the most important skills, but also writing is the most difficult one (Tillema, 2012). Essentially, the process of writing needs a long process. Students are expected to consider the main idea, supporting sentences, and grammatical function in order to construct a good writing.

Schools implemented a curriculum based on what students need in the learning process. It depended on schools necessary by emphasizing on students' ability. There were three elements that students should achieve in the learning process; they were Core Competence, Basic Competence and Indicators. Those elements must be related from one to the other especially in English lesson. One of the competencies was writing competency which needed to be achieved by students. Yet, the goal of this competence was not successfully achieved by some students. There were some students who do not pass the writing test. Their scores were below the standard score for writing test. This low score occurred because

students' writings show some errors, lack of vocabulary, and limited in grammar understanding (Wafa, Syafei, & Riyono, 2010).

Furthermore, a research conducted by Fhonna (2014) showed that the areas in which the learners made most errors were in subject-verb agreement (43.4%), followed by spelling and article (20.5%), and determiner and plurals (18%). Moreover, the questionnaire results from the research showed that most students obtained a trouble in writing because students were lacking in ideas and organizing the sentences. Meanwhile, in the writing type of descriptive text, Ratnaningsih & Azizah (2019) found that the students made the specific mistakes in their writing of descriptive text such as capitalization with 60 errors (14.67%) and sentence 3 errors (0.73%).

Based on the problems above, teachers and educators could not deny the importance role of feedback. In relation with the teacher's feedback in the learning process, Harmer (2004) highlighted the role of the teacher as a feedback provider and considered teachers' providing feedback as an important aspect of the teaching writing approach. However, the teacher feedback as a crucial variable in the process approach as it helped to pinpoint students' strengths and weaknesses, and helped them to be better motivated during the writing process (Silver & Lee, 2007). The giving of written feedback helped the students to revise their errors in writing. Written corrective feedback allowed a general view of the text, where the main focus was not placed on accuracy but rather on the overall quality of students' writing of contents and organizations (Lucero, Fernández, & Montanero, 2018). In this case, beside the students were able to write in sentences or paragraphs grammatically and accurately, they were also expected to consider the content of writing and able to organize their writing.

In reality, there were some students who do not understand the feedback given to them (Carless, 2006). Carless mentioned in the interview that some students assumed that giving of written feedback was the same as giving a grade rather than to help students improve their learning. The giving of feedback was useless, if the students were lacking to understand the feedback from the teacher. As stated by Bitchener (2012), the learners at lower proficiency levels may not

have a broad base for processing or utilizing linguistic knowledge. For the students with low English proficiency level, they would be difficult to understand teacher's written feedback.

In another case, research finding conducted by Mahfoodh (2011) showed that students' reactions were negative, such as dislike or reject of teacher's feedback. Because they found their writing essays were full of marks. Even very serious effects were students being frustrated by some types of written feedback from the teacher. Generally, the students felt frustrated when they did not understand the feedback given and found their drafts full of comments, corrections, and marking.

The problems faced by students in writing skills and the giving of written feedback must be followed up by the teacher. In connection with this, the researcher conducted the research on the impact of direct written corrective feedback on students' writing skill. The researcher chose direct written corrective feedback, because it led the students how to correct their errors clearly (Ellis, 2009). The difference of this research and above research was this research focused on the teacher's direct written corrective feedback, while above research focused on comments, marking and giving grading (indirect feedback). This research was conducted in order to emphasize a magnitude impact of teacher's direct written feedback on students' writing.

Research Questions

Based on the background of the research above, this research was projected to answer the research question. They were formulated below:

- 1) Does teacher's direct written corrective feedback have a significant impact on students' writing descriptive text?
- 2) What extent to which the impact of direct written corrective feedback improves students' writing descriptive text?

Statements of Hypothesis

The researcher determined some hypothesis to predict the impact of giving direct written feedback in teaching writing descriptive text, as follows:

- 1) Ho: Students who were given direct written corrective feedback do not have a better performance of writing descriptive achievement than those who were not.
- 2) Ha: Students who were given direct written corrective feedback have a better performance of writing descriptive achievement than those who were not.

This part explained the information needed for this research. In the next part, researcher tended to focus on the related and relevant literatures with this research. These literatures were the importance of writing skills, descriptive texts, and written feedback. The following was the literature review.

LITERATURE REVIEW

The Importance of Writing Skill

Many writers express their ideas and feelings in the writing. Creative writing is a writing that expresses the writer's thoughts and feelings in an imaginative, often unique, and poetic way (Pesik, 2010). By writing, the writers are easier to express their ideas and feeling, rather than speaking.

Writing skill is one of the important parts of communication. Good writing will address a message clearly and easily to a reader rather than through face-to-face or conversations. As known that writing comes from the expressing of one personalities (Klimova, 2013). Meanwhile, writing is a communication tool made through logical and persuasive arguments, and gives the writers a chance to reflect their ideas (Klimova, 2013). The content of writing should be grammatically and systematically, so the readers understand whether the purpose of the writer.

Based on the description above, writing should have a continuous form of expression of ideas and have a logical sequence using vocabulary and grammar that can describe or able to provide information clearly. Those elements are correlated into sentences to produce a part of writing. If the form of writing is

ungrammatically and unsystematically, so the information is unclear and difficult to be understood by the readers.

The Teaching of Writing in Vocational Senior High School

Writing skill is one of language skills which are taught to students. Also, writing skill determines the students' communicative competence in English. Some regulations from the Minister of National Education Republic of Indonesia about graduate competency standards are students being able to demonstrate listening, reading, writing and speaking skills in Indonesian and English. Additionally, students should have verbal and written communication skill effectively and politely (Nasional, 2006).

The teaching of writing skill has some objectives and indicators. It is stated in Basic Competence 2013 that the teaching and learning of writing skill in Senior High School is targeted to achieve a social function level. In the social function level, students are able to identify meaning, communication purpose, text structure, and linguistic feature in the text of transactional interactive spoken or written related to self-identity, and family relation based on the context of use. Moreover, students are able to create some monologue of short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other target on the functional level is students can develop their linguistic competence (using grammar and vocabularies).

The teaching objective of writing skill can be obtained through some approaches. They are focusing on the product of writing process and focusing on the writing process itself (Harmer, n.d.). Furthermore, Harmer (n.d.) states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The Reviews Types of Writing

Good writing skills come from practice and knowledge. There are different types of writing including expository, narrative, descriptive, persuasive

and creative. Formats of every writing style vary from each other. When the writer decides to write something, the writer should notice what type of writing will be used and for whom the writing is. If the writing is the scientific writing then the language should be very academic writing. In this research, the researcher chose descriptive text for the teaching of writing.

A. Definition of Descriptive Text

A descriptive text is a medium level writing ability that students must have. In writing paragraphs, students begin writing a few sentences then the sentences are combined into a paragraph or a few paragraphs. This paragraph is related to one another. Descriptive paragraph is a paragraph that describes a person, place, or even in a great deal (Sumarsih, 2019). In line with that, descriptive text is a text which describes someone's image or object. The aim is to describe or reveal certain people, places or objects (britishcourse.com)

Additionally, descriptive text is a paragraph that can be defined as a group of sentences that are related to each other and the sentences describe one object's purpose (Sumarsih & Sanjaya, 2013). Examples, what someone looks like and its character in acting, what kind of place and is it beautiful or not, and what it looks like.

From the explanation above it can be understood that descriptive text is a paragraph consisting of several sentences. The explanation of the sentences has a correlation and the paragraph describes a person, place, or event with the aim of providing information to the reader and bringing them into the writer's experience.

1. Social Function of Descriptive Text

A social function of descriptive text is describing or presenting information about a particular object and its characteristic (Widiati, Rohmah & Furaidah, 2016). In this part, students are able to mention the social function of descriptive text about object which is suitable used in the context confidently.

2. The Generic Structure of Descriptive Text

The generic structures of descriptive text consist of two components. Both are identification and description. The first is identification. It identifies phenomenon of a person, place, or thing that will be described (britishcourse.com, 2017 para. 11). In this step, before beginning to write the students identify the phenomenon that will be described, such as a person what someone looks like in act, a place how it looks like, and a thing what it looks like. The second is description. It contains an explanation of the description of a person, place or event (britishcourse.com, 2017 para. 11). In this step, the students are able to describe a person, place, or event. Example, "a person" by saying what the character is look like, "a place" whether the place is beautiful or not, and "events" how is the event happened. Everything is explained in a coherent and uninterrupted manner, so that the reader can understand the essence of the text.

3. The Language Feature of Descriptive Text

The language feature of descriptive text consists of three components. They are: the using of adjective, simple present tense and action verb (britishcourse.com, 2017 para. 13). Adjective is used to describe noun. Example: a beautiful beach, a handsome boy, and the Indonesian popular city, etc. And the sentence pattern uses simple present because it tells the facts from the description of an object. Also, there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

The Importance of Feedback

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007). A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response.

Feedback as information about the content and/or understanding of the constructions that students have made from the learning experience is not the same as a behaviorist input-output model (Hattie & Timperley, 2007). Likewise, feedback is a process of showing students the connections between what students did and the results students obtained (Brookhart, 2008). From the feedback, the students obtained the information of what they have done and what have been improved in their performance.

A. Written Corrective Feedback

Teacher written corrective feedback is defined in the literature as any comments, questions, or error corrections that were written on students' assignments (Lyster, Saito, & Sato, 2013). It can take a variety of forms: questions, error corrections, praises, suggestions, criticisms, and so on. In line with that, written feedback is handling back students' written work (on paper), or using a computer reviewing program to give a feedback on word processed documents (Harmer, 2004).

Written feedback tends to be given after a task. Written corrective feedback provided by the teacher, and in the form of a grade or marks accompanied by comments (usually written) on a student's assignment or assessment (Hounsell, McCune, Hounsell, & Litjens, 2008). However, effective written corrective feedback provides students with a record of what have done well, what should be improved and suggested next steps (Hattie & Timperley, 2007). Students and teacher may use a journal to monitor whether and how well the student has acted on the feedback.

Bitchener & Knoch (2008) categorized written feedback into direct and indirect written feedback. Each definition would be provided in the following:

1. Direct Written Corrective Feedback

Direct written corrective feedback is providing learners with clear direction about how to correct their error (Ellis, 2009). In line with that, direct corrective feedback can be defined as improvement the form or structure of

linguistic errors above or near linguistic errors such as crossing out unnecessary words/phrases/morpheme, insertion of missing words/phrases/morphemes, or conditions from the correct form or structure (Bitchener & Knoch, 2008).

According to Ferris (2006), direct feedback is providing students' writing with the correct linguistic form next to their errors. Likewise, the teacher can give a direct correction form on students' writing errors by crossing off the wrong words and inappropriate use and writing the correction above or near the text.

2. Indirect Written Corrective Feedback

There are two types of written corrective feedback in providing students' writing task (Harmer, n.d.). Namely; responding and coding.

a. Responding

One way of teacher's feedback is responding to students' writing what they have done. In responding students writing, teacher gives comment to students' writing, how students' progress in writing and how students were being improved drafting a writing. Responding to students' writing, teachers do not assess and evaluate what students have done. Yet, teachers only provide comment and give point of view on students' writing. In order to make students review their writing before doing a new writing task.

b. Coding

Harmer (n.d) said some teachers use codes, and then put these codes in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening, and considerably more helpful with random marks and comments.

From the above explanation, written feedback is given at the end of learning or after the students did a task. Providing written feedback tends to suggest students whether they have done well or not and asking the improvement of students in their performance for the next task. Commonly, two types of written feedback used by teacher both were direct and indirect written corrective

feedback. The teachers provide both of the types of written feedback based on the purpose.

RESEARCH METHOD

Research Design

In order to conduct research, the researcher noticed research design to ease researcher collecting the research data. As well-known research design was important for conducting a research. Research design was consisted of data collection, data analysis, and report writing, where those procedures would be involved in the process of research (Creswell, 2013). In other words, through research design, researcher was helped to obtain the information or data. After the data were collected, the researcher analyzed the data through scientific procedures to answer research questions.

In this research, the researcher implemented a quasi-experimental design. A quasi-experimental design was used to investigate the impact of direct written corrective feedback on students' writing of descriptive text. Quasi-experimental research was one of quantitative research design which was assigned to the experimental group and control group. Quasi-experimental design might happen because of the availability of the participants or because the setting prohibits forming artificial groups (Creswell, 2014).

The procedures in quasi-experimental research involved some following steps (Latief, 2014). Firstly, researcher selected two classes already exist which were equivalent level. Equivalent level meant one or two similar in term of characteristics or attributes, such as academic grade, gender, age, racial, score or individual abilities (Cresswell, 2012). Secondly, researcher decided one of the classes as experimental group and the other one as control group. Thirdly, researcher gave a treatment to the experimental group and the control group was not given the same as experimental group treatment. Fourthly, researcher assessed the result of the treatments of both groups and calculated the difference between the average score of the experimental group and the control group.

Research Variables

Variables could be said as an object of research determined by researchers which have different characters and values to obtain information from these variables. One of the characteristics of variables was can be measured. Variables were an attribute or characteristic of individual that would be conducted by researchers (Creswell, 2014). The two main variables in experimental research were the dependent and independent variable. The independent variable in this research was "direct written corrective feedback" which was used or controlled in a research experiment to test the impact on the dependent variable. Likewise, dependent variable in this research referred to "students' writing of descriptive text". The dependent variable was influenced by independent variable which was tested and measured.

Research Setting

This research was conducted in SMK Muhammadiyah 2 Malang which was located in Jl. Baiduri Sepah No.27, Tlogomas, Kec. Lowokwaru, Kota Malang, Jawa Timur 65144. SMK Muhammadiyah 2 Malang was a vocational senior high school in Malang. According to the data gained from the observation, there were 249 students of SMK Muhammadiyah 2 Malang. This research focused on the first grade students. There were some reasons for choosing SMK Muhammadiyah 2 Malang as site of the research. Firstly, the location of this school was in urban area, so that the researcher was easier to get access at this school.

Secondly, the school had good achievement in winning some competitions such as; silver medalist of math Olympiad at the national level, ranked in the top 10 of math ME-AWARDS in Java-Bali 2018, and 2nd place in Mathematics Olympiad (SMK) in Malang 2018, etc. However, in the subjects of English, the school did not have a good track record yet. Therefore, the researcher was interested to conduct a research in this school particularly in English subject by implementing the direct written feedback and its effect on students' writing performance.

A. Population

A population was the combination of all groups or target areas of research that would be carried out by researchers to collect data. According to Merriam-Webster dictionary, population was “a group of individual persons, objects, or items from which samples were taken for statistical measurement” (merriam-webster.com). Therefore, the population was a group of researcher's concern to generalize the results of the research.

The population of this research was the students of SMK Muhammadiyah 2 Malang. There were fifteen classes at SMK Muhammadiyah 2 Malang, those classes were: X-AKL, X-OTKP, X-BDB1, X-BDB2, X-MM, X-TKJ, XI-AKL, XI-OTKP, XI-BDB, XI-MM, XI-TKJ, XII-AKL, XII-OTKP, XII-BDP, XII-MM, and XII-TKJ. The total population can be seen in the table below:

Table 1 The population of the students of SMK Muhammadiyah 2 Malang

No.	Class	Male	Female	Total
1.	X	51	45	96
2.	XI	38	56	94
3.	XII	23	36	59
	Total			249

(Source: SMK Muhammadiyah 2 Malang 2019-2020)

B. Sample

According to Cambridge Dictionary, sample was a group of people or things that was chosen out of a larger number and tested in order to get information about the larger group (dictionary.cambridge.org). It could be said that a sample was a part of population. In this case, a sample was called as a small group that would be observed as a research object.

The sample of this research was the students of class X-BDB as the control group which were consisted of 21 students and the students of X-OTKP as the experimental group consisted of 26 students. The researcher chose the first grades students as the sample because the students had the materials about descriptive text which was appropriate with this research.

In this research, the researcher determined the students of tenth grade as the subject of this research. The tenth grades students were divided into six

classes; those were X-AKL, X-OTKP, X-BDB1, X-BDB2, X-MM, and X-TKJ. For selecting the sample, the researcher applied clustered random sampling as a sampling technique. Latief (2014 p.185) stated that “clustered random sampling involves the random selection of groups that already exist”. The groups of sample were occurred naturally or already exist. Researcher used this sampling technique to ease researcher selecting samples from all members of the population who were the target of research.

Data Collection

In collecting the data, the researcher used subjective test in the form of essay about descriptive text. The type of test was:

a. Post-test

Post-test was implemented to know the achievement of students writing ability after the giving of treatment. Post-test was a measure on some attribute or characteristic that was assessed for participants in an experiment after treatment (Creswell, 2014).

b. Observation

Observation was used as a technique of collecting the secondary data. Observation was used to know students' behavior, response and performance in the learning and teaching process of writing. In the process of collecting the data, the researcher was a non-participant observation. It meant that researcher was not a participant, but researcher as independent observer. Researcher used the instrument of unstructured observation to gain the data.

The Procedures of Research

The teaching writing for experimental and control group was held by the teacher. The experimental and control group was planned into six meetings for each groups (*appendix 1*). The time allocation was 90 minutes for each meeting. The detail activities of teaching writing in both experimental and control group were described in the lesson plan (*appendix 2*). The following *table 2* was the general procedures to gather the data from primary and secondary sources:

Table 2 The Procedures of Research

No.	Research Question	Type of Data	Research Instrument	Data Analysis
1.	Does direct written corrective feedback has a significance impact on students' writing of descriptive text?	1. Students' writing of descriptive text (posttest)	1. Writing test (belongs to writing descriptive test). 2. Scoring Rubric	1. Score of writing test from posttest were analyzed by using scoring rubrics. 2. Conducts the normality test by using <i>Kolmogorov-Smirnov</i> and <i>Shapiro Wilk</i> and homogeneity test by using Levene's test. 3. The means score of experimental and control group were computed and analyzed by using independent sample t-test.
2.	To what extent the impact of direct written corrective feedback improves students' writing descriptive text?	1. Students' behavior, response and performance	1. Unstructured observation	1. Researcher observed, analyzed and concluded students' behavior, response and performance.

Researcher designed the procedures of research in order to obtain the data from primary and secondary sources. Additionally, the table of research procedures helped the researcher in conducting a research.

Treatment in Experimental Group

The teaching for experimental group was held by the teacher. The experimental group was planned into six meetings. In experimental group, the researcher applied direct written feedback as a treatment for teaching writing. Some general activities of teaching writing in experimental group were described in the following:

- a. Teacher explained the definition of direct written feedback, the steps of giving direct written feedback, and the advantages of direct written feedback. It was important for students to know well about direct written feedback.
- b. Teacher stimulated students understanding about the material that would be learned.
- c. Teacher asked students to observe the picture, mention the social function, and identify the general structure of description object from the text given by the teacher.

- d. Teacher divided the students into groups; each group consisted of 5 students.
- e. In group, teacher asked students to discuss and identify the main topic, detailed information, and the language used of descriptive text.
- f. Teacher gave a chance to the students in order to ask some questions or problems related to descriptive text.
- g. Teacher gave a worksheet to the students.
- h. Teacher asked students to make a descriptive text from prepared main topic.
- i. Students submitted their work to the teacher.
- j. Teacher checked the students' worksheet by giving direct written feedback on students' writing error.
- k. Teacher and students discussed about the students worksheet. Teacher gave comment to the students related to the activity they do.
- l. Teacher gave a chance to the students for asking some questions or difficult things about descriptive text.
- m. Teacher made a conclusion from the learning activity.

Teaching Writing in Control Group

The teaching writing for control group was held by the teacher. The control group was planned into six meetings. Some general activities of teaching writing in control group were described as follow:

- a. The teacher and students brainstormed the material that would be learned.
- b. Teacher asked students to observe the picture, mention the social function, and identify the general structure of description object from the text given by the teacher.
- c. Teacher gave a chance to the students for asking some questions or problem related to descriptive text.
- d. Teacher divided the students into groups; each group consists of 5 students.
- e. In group, teacher asked students to discuss, identify the main idea, and reconstruct the incorrect sentence in text of description object.

- f. Each group exchanged their work to other group with the teacher guidance. Each group checked and gave correction to their classmates' work about the structure and language used of descriptive text.
- g. Teacher gave the original text to all groups and asked them to give comment to their classmates work by comparing it to the original text.
- h. Teacher gave students a chance to ask about some difficult thing related to their activity.
- i. Teacher made conclusion from the learning activity.

The difference between treatment in experimental group and the teaching writing in control group were based on the giving direct written feedback. The experimental group was given direct written feedback in teaching writing. The step in giving direct written feedback was by crossing off the wrong words and inappropriate use and writing the correction above or near the text. Meanwhile, in control group, the teacher used other teaching techniques, such as: reconstruct the incorrect words or sentences, and making a description on text from some prepared main topic.

Research Instrument

Instrument could be defined as the tool that was used to ease the researcher in collecting the complete and systematic data. The instruments were important in collecting all the data for the research. In this research, the researcher used writing test as the only one instrument to collect the data needed. In this research, the researcher used writing test to measure the students' writing ability after the implementation of the treatment.

A. Writing Test

The instrument of this research was writing test. This kind of test belonged to students' ability producing written text. The writing test was used to measure the students' writing ability. The post-test conducted after the treatment implemented. The form of post-test could be seen in *appendix 3*. The test made by

the researcher and helped by the English teacher of SMK Muhammadiyah 2 Malang. The test was held to the tenth grade students.

The form of the test was an essay about description of object. The students were asked to perform a writing task. The essay writing test belongs to subjective test. Subjective test was appropriate in testing the writing ability. As mentioned by Heaton (1988 p.25), “the ability to write can only be satisfactorily tested by subjective examination”.

B. Scoring Rubric

Scoring rubric was used to score the students' writing test. It was important to have scoring rubric to ensure that the test is reliable. The researcher adopted the scoring rubric from Jacobs et al., 1984 in Weigle (2007). There were some aspects to score; they were content, organization, vocabulary, language use, and mechanics. The content was related to the range knowledge of subject. The organization was related to organize the idea. Vocabulary was related to word choice. Language use was related to the construction of text. And mechanics was related to the writing system such as punctuation, spelling, capitalization, etc. The detailed scoring rubric can be seen in *appendix 6*.

Validity and Reliability

Validity and reliability were the most important consideration in developing and evaluating the test. A good test must have validity, so the test can measure the aspects that will be measured. By considering the validity of the test, the researcher constructed the test with the content validity. It was accordance with the school syllabus based on the curriculum 2013 and the textbooks as the teaching sources.

Reliability was needed to examine the characteristic a good test. In short, a test must be consistent in its measurements in order to be reliable. By considering the reliability of the test, the researcher made the test instruction clearly. To ensure the reliability of the test, the researcher provided the

standardized scoring rubric and prepared the two raters or scores (inter-rater reliability) for scoring the students' writing results.

Data Analysis

The data analysis was purposed to test the hypothesis. The data was gotten from post-test. The test was analyzed and calculated by using statistical calculation in order to find the answer of research problem of this research. Firstly, the data from writing test was scored by using scoring rubric prepared, and inter-rater technique also administered. The mean score of both raters (scorer) were the data of the students' writing. The scoring results of the two scores were analyzed to measure the inter-rater reliability coefficient. In this research, the data was organized and summarized by using inferential statistic.

Secondly, the researcher conducted the normality and homogeneity test to know whether the data from experimental and control group were normally distributed and homogeneous or not.

1. Normality test

Normality test was used to know whether the data were normally distributed or not. The researcher used *Kolmogorov-Smirnov* and *Shapiro-Wilk* to do normality test. The criteria that were used to see the normality of data were stated in the formulas: (1) if $\text{sig.} > .05$, normal; (2) if $\text{sig.} < .05$, not normal.

2. Homogeneity

Homogeneity was used to determine whether the data were homogenous or not. In this research, the researcher conducted the homogeneity test by estimating the data from post-test of both groups. The data were computed by using *Levene's test*. It is used to test homogeneity with the hypothesis: H_0 = the variances of the data were not homogeny and H_i = the variances of the data were homogeny.

Finally, the researcher used *independent sample t-test* as the technique of data analysis. It is used to measure the mean score post-test of two groups. The researcher used independent sample t-test because it compared mean score post-test from experimental and control group or two independent variables.

The criterion for the rejection or acceptance to the null hypothesis was a level significance .05 (95% confidence). The null hypothesis (H0) would be rejected if the level of significance was less than .05 ($p < .05$). The null hypothesis (H0) would be accepted if the level of significance was more than .05 ($p > .05$). In analyzing the data, the researcher operated IBM SPSS Statistic 26. It was convinced to prove whether the direct written corrective feedback has better impact on students' writing performance or not.

FINDINGS AND DISCUSSIONS

Research Findings

In this part, the researcher presented the research findings and the verification of the hypothesis of the research by calculating and analyzing the mean score of post-test by using *independent sample t-test* and explained the extent impact of direct written feedback on students' writing.

Both of experimental and control group were conducted a post-test. The post-test was conducted in order to determine the equivalent level from both groups. Specifically, the post-test was administered to know students' ability of writing were homogeneous or not and the distribution of the test was normal or not. The post-test was followed by 26 students of experimental group and 21 students of control group. The experimental group was administered the post-test at 07.00-08.45 am on Tuesday, 29th October, 2019 and the control group was administered the post-test at 07.00-08.45 am on Friday, 1st November, 2019. The result of the post-test from both groups could be seen in the *appendix 7*, while table 3 presented the summary of the post-test scores.

Table 3 The Result of Post-Test Scores

	Experimental group	Control group
Number of the students	26	21
Highest score	77.5	76.5
Frequency of the highest score	1	1
Lowest score	66.5	68
Frequency of the lowest score	1	1
Mean score	72.423	71.143
Standard deviation	2.9041	2.0925

Based on the table 3 above, the highest score of the experimental group was 77.5 and the frequency of the highest score was 1. Meanwhile, the lowest score of the experimental group was 66.5 and the frequency of the lowest score was 1. In the other hand, the highest score of the control group was 76.5 and the frequency of the highest score was 1. Meanwhile, the lowest score of the control group was 68 and the frequency of the lowest score was 1.

Additionally, the mean score of the post-test from experimental group or the students who were provided direct written feedback showed the higher mean score than the control group or the students who were taught without providing direct written feedback. The mean score of the experimental group on the post-test was 72.423, while the mean score of the control group was 71.143. The mean difference between control and experimental group for post-test was -1.2802 point. To know the glaring difference between experimental and control group was not enough from mean score. Yet, to make it clear, the difference between two groups should be computed and analyzed by using independent sample t-test.

Before computing the difference both two groups by using independent sample t-test, the researcher should make sure that the data were homogeneous or not and also the distribution of the data were normal or not. Homogeneity and normality were the criteria before continuing to compute data by using t-test. The following was the table of test of homogeneity by using *Levene's Test*.

Table 4 Test of Homogeneity of Variances

		Levene's Statistic	df1	df2	Sig.
Students' writing score	Based on Mean	1.967	1	45	.168
	Based on Median	1.980	1	45	.166
	Based on Median and with adjusted df	1.980	1	43.647	.166
	Based on trimmed mean	2.010	1	45	.163

The basic determination of the variances were homogeneous, if the significance value was higher than $>.05$, and the variances of the data were not homogeneous, if the significance value was lower than $<.05$. The table 4 above showed the score of Levene's Statistic "*based on median*" 1.980. The total of respondents (df2) were 45, with the formula from t-table $df2 = N - 2$, while $47 - 2 = 45$.

Meanwhile, Levene's statistic showed the score "based on mean" 1.967 which significance value was $.168 > .05$, it meant that the variance of the data were homogeneous.

Additionally, the researcher computed the normality of the data by using *Kolmogorov-Smirnov* and *Shapiro-Wilk* to do normality test. Here was the table of normality test.

Table 5 Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Score	Control Group	.144	21	.200 [*]	.954	21	.410
	Experimental Group	.096	26	.200 [*]	.974	26	.732

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

To know whether the distributions of the data were normal or not, the researcher should compare the significance coefficient value with alpha probability value $.05$. The criteria to determine the distribution of the data were normal, if the significance value $> .05$. The distribution of the data were not normal, if the significance value $< .05$.

The table 5 above showed two columns. The first column was *Kolmogorov-Smirnov* and the second column was *Shapiro-Wilk*. In order to see the normality of data, the researcher should see the second column. The column of *Shapiro-Wilk* was chosen because the number of respondents was below 50, while *Kolmogorov-Smirnov* for respondents who were above 50. Because of the number of respondents were 47 or referred to below fifty, so the researcher should see the value in the second column.

Based on the statistical result from the table 5 above, the control group had significance value $.410$ which was bigger than $.05$ and it could be concluded that the distribution of the data from control group were normal. Whereas, the significance value of experimental group was $.732$ which was higher than $.05$. Then, the distribution of the data of experimental group was normal.

Table 6 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Writing Test	Equal variances assumed	1.967	.168	1.694	45	.097	1.2802	.7555	-.2415	2.8020
	Equal variances not assumed			1.754	44.491	.086	1.2802	.7300	-.1905	2.7510

By using independent sample t-test analysis, the difference between the two means was computed. The criterion for the rejection or acceptance of the null hypothesis was a level significance .05 (95% confidence). If the sig. value was lower than .05 ($p < .05$), it meant that there was a statistically significant difference between the two conditions.

The table 6 showed two column and rows. The first column was “*Levene’s Test for Equality of Variances*” and the second column was “*t-test for Equality of Means*”. Meanwhile, the first row was “*Equal variances assumed*” and the second row was “*Equal variances not assumed*”. Based on *Levene’s Test* for equality of variances the sig. value was .168, it meant the variance of the data were homogeneous. So, in order to know the equality of means and result of *independent sample t-test*, the researcher should saw the score in the first row from the table 6 above.

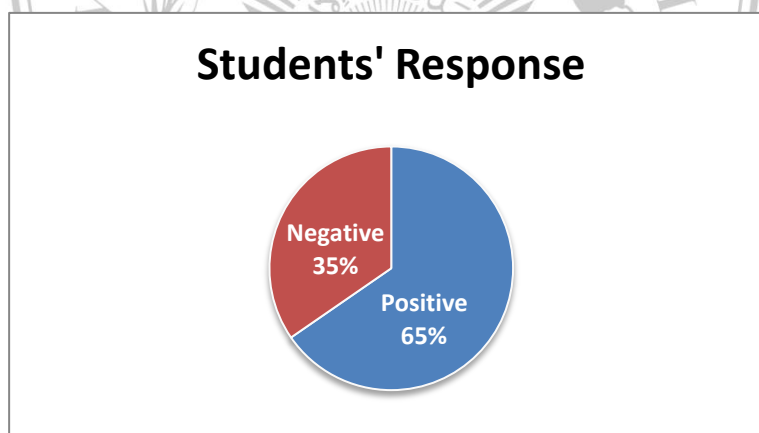
According to the result of the post-test illustrated in the first row of table 6, the computation showed that the value of mean different between experimental and control group was 1.2802, it meant that the mean difference of experimental group was higher than control group. To know whether the mean score was a representation of sample (students’ writing performance), then it need to look at *standard error*. The smaller the *standard error of mean*, the more representative the sample. However, if the *standard error of mean* was greater, the worse the mean score represented the sample. The *table 6* showed that the standard error difference was .0755. It meant that, the mean score represented the sample.

Meanwhile, the significant value was .097. Thus, the sig. (2-tailed) value was $.097 > .05$. It meant that H_0 was accepted and H_a was rejected. In other word, there was not different impact of teacher's direct written feedback on students' writing descriptive.

The Extent Impact of Direct Written Feedback on Students' Writing

This section was presented to know the answer of research question number two. Based on observations did on Tuesday, 1st, 8th, 15th, and 22nd October 2019, in the experimental group. The teacher gave written feedback directly to students. Teacher provided direct written feedback on students' writing in order to correct writing errors. The form of direct written feedback provided by the teacher was correcting the wrong word/grammar and improper use, and then the teacher was writing the correct form near the error word or sentence. The following was the students' response of giving direct written feedback:

Diagram 1 Students' Response of Giving Direct Written Feedback



In the process of giving direct written feedback, there were 17 (65.38%) students responding positively the giving of feedback. Meanwhile, there were 9 (34.61%) students responding negatively. Students who responded positively, they showed their enthusiasm in the learning process of writing. For example, students who did not understand teacher's feedback, they would ask for an explanation from the teacher. In fact, some of them asked the teacher to explain again the use of *to be*, *morphemes s/es*, and *punctuation* in sentences. It meant that, students were interested with the learning process. Meanwhile, students who

were not enthusiastic about learning of writing would respond negatively. They did not rewrite the teacher's feedback in their writing errors. They only left their writing after giving feedback.

Discussion

This section presented the discussion of the data analysis result. It covered the interpretation of the data analysis result and the relation with the earlier theories and previous studies.

The result finding showed that the giving of direct written corrective feedback has no impact on students' writing ability of descriptive text. The following were some reasons why direct written feedback has no significance impact on students' writing ability of descriptive text related to the existing theories and previous studies:

Firstly, the students did not understand the teacher's correction concerning mastery the grammatical function, verb agreement and mechanics. Example, some of the students asked the teacher, why the verb "give(s)" should be added the letter "s", in the sentence of "my mother gives me a smartphone". This problem indicated that most of the students were still confused the implementation of grammatical function and also students were having low English proficiency level. Bitchener (2012 p.335) confirmed that "learners at a lower level of proficiency may not have such an extensive or deeply processed linguistic knowledge base to draw upon". It was clear that students with low English proficiency level would have problems to understand teacher's direct written feedback. On the contrary, students with high English proficiency level would understand teacher's direct written feedback easily when it was applied in their writing errors.

Secondly, students' motivation level has a role in the learning process. The level of students' motivation was rarely considered by the teacher in giving feedback. Al Ghazali (2017 p.136) said that developing proficiency of learning a language required the presence of both intrinsic and extrinsic motivation for developing proficiency. Therefore, the accuracy of EFL students' writing

performance depended on their level of motivation, especially during their high school studies. For students who had high enthusiasm, they would try to correct the writing errors they make. On the contrary, students who had low enthusiasm, they did not rewrite the correct form given by the teacher on their writing errors.

Thirdly, the giving of written feedback should be in the long term process of writing instruction. In the teaching of writing, the teacher should guide students to reduce errors in writing. The guiding help from the teacher could lead to long term gains which require time as well as practice (Bitchener & Knoch, 2008). It meant that, students who were given direct written corrective feedback should be in the long term process. In this case, the teacher provided direct written feedback on students' writing only four meetings in the class, which was not enough for students to acquire, understand and process teacher's corrective feedback on their writing errors. The students needed enough time to acquire, understand and process teacher's corrective feedback, likewise students needed teacher's guidance after providing corrective feedback.

Fourthly, direct and indirect written feedback should not be separated each other. Based on the finding of classroom learning situation, most of the students were difficult to understand teacher's direct written feedback. The students need the explanation and clarification of teacher's feedback. As well as, a research conducted by Mahfoodh (2011), it showed that students' reactions were negative, such as dislike or reject teacher's feedback. Because they found their writing essays were full of marks. Based on these problems, it could be concluded that students not only need teacher's error corrections directly, but also teacher's comments and suggestions about what students would do next with their writing error.

Fifthly, the giving of direct written feedback should be consistent. Based on finding of teacher's assessment of post-test writing (1st December 2019) and while teaching (1st, 8th, 15th October 2019), the teacher provided direct written feedback inconsistently. In the process of teaching writing, the teacher provided direct written feedback. Meanwhile, in the assessment of students' writing of post-test, the teacher provided indirect written feedback. This case indicated the

inconsistency of teacher's giving written feedback. It would cause a biased in teaching and assessing writing.

CONCLUSION AND SUGGESTION

Conclusion

The purpose of this research was investigating the impact of teacher's direct written feedback on students writing descriptive text. Based on the result of data analysis by using IBM SPSS 26 version, it showed that there was no a significant difference between the mean score of the experimental and control group. In other words, the students who have given direct written corrective feedback do not have a better performance of writing descriptive achievement, than those who have not. The result between two group performances in writing descriptive text verified a strong possibility that the students who were taught in the teaching learning process with the implementation of direct written corrective feedback have no different writing ability than those who were not. This fact was supported by the result of inferential statistic by using independent sample t-test.

Meanwhile, the extent impact of direct written feedback on students' writing descriptive text showed 17 (65.38%) students responding positively the giving of feedback and 9 (34.61%) students responding negatively. Students who responded positively, they showed their enthusiasm in the learning process of writing. Meanwhile, students who were not enthusiastic about learning of writing, they did not rewrite the teacher's feedback in their writing errors. They only left their writing after giving feedback.

Those were some reasons why direct written has no significant impact on students' writing ability of descriptive text related to the existing theories and previous studies: firstly, the students did not understand the teacher's correction concerning mastery the grammatical function, verb agreement and mechanics. Secondly, level of students' motivation. The level of students' motivation was rarely considered by the teacher in giving feedback. Thirdly, the giving of written feedback should be in the long term process of writing instruction. Fourthly, direct

and indirect written feedback should not be separated each other. Fifthly, the giving of direct written feedback should be consistent.

Suggestion

In order to improve students' English writing ability, here were some suggestions addressed to English teachers and researchers. Since this research only focus on teacher's direct written feedback on students' writing skill, other studies were expected to be carried out in order to find a solution in increasing students' willingness to do writing. Because of the teacher who taught in both groups was one teacher, might be it would create a tendency in teaching writing on both groups. Researcher suggested the further researchers to determine different teacher for experimental and control group. So that, learning in the classroom would not cause tendencies and would produce neutral learning output. Likewise, the researcher expected other researchers to conduct the other methods, strategies, and techniques to find out the ways of increasing students' interest in learning how to write better. Thus, the difficulties faced by teachers and students were expected to be resolved.

The researcher also hoped the teachers of English subject and lecturers to give variation of feedback approach such as indirect written feedback. In other word, students not only need teacher's corrective feedback directly, but also teacher's comments, explanation and suggestion. Especially, researcher expected English teacher of SMK Muhammadiyah 2 Malang to provide direct written feedback consistently, in order to avoid the bias of the data. Furthermore, reasercher expected the English teacher to use other approaches in classroom teaching such as students learning motivation and learning strategy in order to arouse students' interest and potential in writing. The researcher realized this research was far from perfection, and then hopefully critics and suggestions from the readers were expected.

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Appendix 1. Research Schedule

Experimental Group

Meetings	Activities	Day & Date	Time
1.	Observation & Introduction about present research	Thursday, 26 th September 2019	07.30 – 12.15
2.	Treatment 1	Tuesday, 1 st Oktober 2019	07.00 – 08.45
3.	Treatment 2	Tuesday, 8 th Oktober 2019	07.00 – 08.45
4.	Treatment 3	Tuesday, 15 th Oktober 2019	07.00 – 08.45
5.	Treatment 4	Tuesday, 22 nd Oktober 2019	07.00 – 08.45
6.	Post-test	Tuesday, 29 th Oktober 2019	07.00 – 08.45

Control Group

Meetings	Activities	Day & Date	Time
1.	Observation & Introduction about present research	Friday, 27 th September 2019	07.30 – 12.15
2.	Treatment 1	Friday, 4 th Oktober 2019	07.00 – 08.45
3.	Treatment 2	Friday, 11 th Oktober 2019	07.00 – 08.45
4.	Treatment 3	Friday, 18 th Oktober 2019	07.00 – 08.45
5.	Treatment 4	Friday, 25 th Oktober 2019	07.00 – 08.45
6.	Post-test	Friday, 1 st November 2019	07.00 – 08.45

Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Kelas Experiment)

Nama Sekolah : SMK Muhammadiyah 2 Malang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

- KI-1** Menghayati dan mengamalkan ajaran agama yang dianut.
- KI-2** Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural
- KI-3** berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi
Kompetensi Pengetahuan	
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait sesuatu atau benda, sesuai dengan konteks penggunaannya.	3.4.1 Menyebutkan fungsi sosial dari teks deskriptif tentang benda (Laptop) sesuai dengan konteks penggunaannya secara lisan. 3.4.2 Mengidentifikasi struktur teks deskriptif tentang benda (Laptop) sesuai dengan konteks kegunaannya dengan tepat. 3.4.3 Menganalisis penggunaan unsur

		kebahasaan (verbs dalam simple present tense) dari teks deskriptif tentang benda (Laptop) secara tertulis dengan tepat.
Kompetensi Keterampilan		
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait benda atau sesuatu .	4.4.1.1 Mengurutkan paragraf acak menjadi teks deskriptif yang sempurna tentang benda (Laptop) secara tertulis dengan tepat. 4.4.1.2 Menentukan ide pokok (main idea) dari teks deskriptif benda (Laptop) dengan melengkapi tabel yang tersedia secara tertulis.
4.4.2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Menulis teks deskripsi tentang benda berdasarkan gambar yang tersedia secara kelompok.

C. Tujuan Pembelajaran

- 3.4.1 Siswa dapat menyebutkan fungsi sosial dari teks deskriptif tentang Laptop sesuai dengan konteks penggunaannya secara lisan dengan percaya diri.
- 3.4.2 Siswa dapat mengidentifikasi struktur teks deskriptif tentang Laptop sesuai dengan konteks kegunaannya dengan tepat.
- 3.4.3 Siswa dapat menganalisis penggunaan unsur kebahasaan (verbs dalam simple present tense) dari teks deskriptif tentang Laptop secara tertulis setelah diberikan teks rumpang beserta pilihan kata kerja (verb) secara individu dan bertanggung jawab.
- 4.4.1.1 Siswa dapat mengurutkan paragraf acak menjadi teks deskriptif yang sempurna tentang Laptop secara tertulis dengan bekerjasama secara kelompok.
- 4.4.1.2 Siswa dapat menentukan ide pokok (main idea) dari teks deskriptif benda Laptop dengan melengkapi tabel yang tersedia secara tertulis dengan bekerjasama dalam kelompok.
- 4.4.2.1 Siswa dapat menulis teks deskripsi tentang benda berdasarkan gambar yang tersedia secara kelompok.

D. Materi Pembelajaran

- Topik : Deskripsi benda yang dapat menumbuhkan perilaku yang termuat di KI.
- Fungsi Sosial : to describe an object specifically.
- Struktur Teks

Identification : The paragraph which introduces or identifies the object (berisi tentang identifikasi hal yang akan dideskripsikan).

Deskripsi : The paragraphs which describe the object (berisi tentang penjelasan/penggambaran tentang hal dengan menyebutkan beberapa sifatnya).

- Unsur Kebahasaan : Using simple present tense.
- Teks terlampir

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : STAD (student teams achievement division)

Teknik : Tanya jawab atau diskusi

F. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pertemuan pertama		
Pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam, berdoa dan mengecek kehadiran siswa dan kegiatan literasi.2. Peserta didik diberi motivasi sesuai dengan kondisi mereka pada saat itu (nasehat, bernyanyi, tepuk tangan atau olah fisik).3. Peserta didik diajak tanya jawab tentang materi yang akan dipelajari.4. Guru menyampaikan KD dan tujuan pembelajaran yang akan dicapai oleh siswa.	10 (menit)
Kegiatan Inti	<ol style="list-style-type: none">1. Peserta didik mengamati gambar “Smartphone”2. Peserta didik diajak tanya jawab tentang deskripsi “Laptop” (karakteristik/ciri-ciri smartphone).3. Peserta didik diminta menyebutkan fungsi sosial dari teks deskriptif.4. Peserta didik diminta mengidentifikasi struktur teks deskriptif objek (Smartphone) dari contoh teks tertulis yang diberikan oleh guru.	75 (menit)

	5. Peserta didik menganalisis unsur kebahasaan teks deskriptif (penggunaan verb dalam simple present tense) dari teks berjudul “Smartphone” secara individu dengan bertanggung jawab.	
	6. Peserta didik membentuk kelompok yang terdiri dari 4-5 siswa.	
	7. Peserta didik mengurutkan paragraf acak tentang objek (Smartphone) menjadi sebuah teks deskriptif secara kelompok.	
	8. Peserta didik menentukan ide pokok dari masing-masing paragraf secara kelompok dengan disiplin.	
	9. Peserta didik menulis teks deskriptif dari gambar yang tersedia secara individu dengan bertanggung jawab.	
	10. Guru memberikan umpan balik tertulis secara langsung pada hasil kerja tulisan siswa.	
Penutup	11. Peserta didik diajak tanya jawab dan menarik kesimpulan tentang materi yang telah dipelajari.	5 (menit)
	12. Guru memberikan penguatan materi yang telah dijelaskan.	
	13. Peserta didik diminta mempelajari materi yang akan dibahas pada pertemuan mendatang.	
	14. Guru menutup pelajaran dan mengucapkan salam serta membaca hamdalah bersama-sama.	

G. Penilaian

Teknik Penilaian : Tes Tulis (Penugasan)

Bentuk Instrumen Penilaian : Rubrik Penilaian

H. Media, Alat dan Sumber Pembelajaran

Media : Gambar dan PPT

Alat : LCD dan Laptop

Sumber pembelajaran : Buku siswa kelas X Kementerian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2016.

I. Lampiran

- Lembar kerja siswa
- Media
- Instrumen Penilaian
- Soal Subjektif

Mengetahui,
Guru Bidang Studi,



Halimatus Sa'diyah, S.Hum

Malang, Oktober 2019

Peneliti,



Ahlan

Menyetujui,
Kepala Sekolah SMK Muhammadiyah 2 Malang



NBM. Cholis, S.Pd
NBM. 836.057



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Kelas Kontrol)

Nama Sekolah : SMK Muhammadiyah 2 Malang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

- KI-1** Menghayati dan mengamalkan ajaran agama yang dianut.
- KI-2** Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI-3** Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi
Kompetensi Pengetahuan	
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait sesuatu atau benda, sesuai dengan konteks penggunaannya.	3.4.1 Menyebutkan fungsi sosial dari teks deskriptif tentang benda (Laptop) sesuai dengan konteks penggunaannya secara lisan. 3.4.2 Mengidentifikasi struktur teks deskriptif tentang benda (Laptop) sesuai dengan konteks kegunaannya dengan tepat.

	3.4.3	Menganalisis penggunaan unsur kebahasaan (verbs dalam simple present tense) dari teks deskriptif tentang benda (Laptop) secara tertulis dengan tepat.
Kompetensi Keterampilan		
4.4.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait benda atau sesuatu .	4.4.1.1 Mengurutkan paragraf acak menjadi teks deskriptif yang sempurna tentang benda (Laptop) secara tertulis dengan tepat. 4.4.1.2 Menentukan ide pokok (main idea) dari teks deskriptif benda (Laptop) dengan melengkapi tabel yang tersedia secara tertulis.
4.4.2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Menulis teks deskripsi tentang benda berdasarkan gambar yang tersedia secara kelompok.

C. Tujuan Pembelajaran

- 3.4.1 Siswa dapat menyebutkan fungsi sosial dari teks deskriptif tentang Laptop sesuai dengan konteks penggunaannya secara lisan dengan percaya diri.
- 3.4.2 Siswa dapat mengidentifikasi struktur teks deskriptif tentang Laptop sesuai dengan konteks kegunaannya dengan tepat.
- 3.4.3 Siswa dapat menganalisis penggunaan unsur kebahasaan (verbs dalam simple present tense) dari teks deskriptif tentang Laptop secara individu dan bertanggung jawab.
- 4.4.1.1 Siswa dapat mengurutkan paragraf acak menjadi teks deskriptif yang sempurna tentang Laptop secara tertulis dengan bekerjasama secara kelompok.
- 4.4.1.2 Siswa dapat menentukan ide pokok (main idea) dari teks deskriptif benda Laptop dengan melengkapi tabel yang tersedia secara tertulis dengan bekerjasama dalam kelompok.
- 4.4.2.1 Siswa dapat menulis teks deskripsi tentang benda berdasarkan gambar yang tersedia secara kelompok.

D. Materi Pembelajaran

- Topik : Deskripsi benda yang dapat menumbuhkan perilaku yang termuat di KI.
- Fungsi Sosial : to describe an object specifically.
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Teknik : Tanya jawab atau diskusi

F. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pertemuan pertama		
Pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam, berdo'a dan mengecek kehadiran siswa dan kegiatan literasi.2. Peserta didik diberi motivasi sesuai dengan kondisi mereka pada saat itu (nasehat, bernyanyi, tepuk tangan atau olah fisik).3. Peserta didik diajak tanya jawab tentang materi yang akan dipelajari.4. Guru menyampaikan KD dan tujuan pembelajaran yang akan dicapai oleh siswa.	10 (menit)
Kegiatan Inti	<ol style="list-style-type: none">5. Peserta didik mengamati gambar "Smartphone"6. Peserta didik diajak tanya jawab tentang deskripsi "Laptop" (karakteristik/ciri-ciri smartphone).7. Peserta didik diminta menyebutkan fungsi sosial dari teks deskriptif.8. Peserta didik diminta mengidentifikasi struktur teks deskriptif objek (Smartphone) dari contoh teks tertulis yang diberikan oleh guru.	75 (menit)

	9. Peserta didik menganalisis unsur kebahasaan teks deskriptif (penggunaan verb dalam simple present tense) dari teks rumpang berjudul “Laptop” secara individu dengan bertanggung jawab. 10. Peserta didik membentuk kelompok yang terdiri dari 4-5 siswa. 11. Peserta didik mengurutkan paragraf acak tentang objek (Smartphone) menjadi sebuah teks deskriptif secara kelompok. 12. Peserta didik menentukan ide pokok dari masing-masing paragraf secara kelompok dengan disiplin. 13. Peserta didik menulis teks deskriptif dari gambar yang tersedia secara individu dengan bertanggung jawab.	
Penutup	14. Peserta didik diajak tanya jawab dan menarik kesimpulan tentang materi yang telah dipelajari. 15. Guru memberikan penguatan materi yang telah dijelaskan. 16. Peserta didik diminta mempelajari materi yang akan dibahas pada pertemuan mendatang. 17. Guru menutup pelajaran dan mengucapkan salam serta membaca hamdalah bersama-sama.	5 (menit)

G. Penilaian

Teknik Penilaian : Tes Tulis (Penugasan)

Bentuk Instrumen Penilaian : Rubrik Penilaian

H. Media, Alat dan Sumber Pembelajaran

Media : Gambar dan PPT

Alat : LCD dan Laptop

Sumber pembelajaran : Buku siswa kelas X Kementerian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2016.

I. Lampiran

- Lembar kerja siswa
- Media
- Instrumen Penilaian
- Soal Subjektif

Mengetahui,

Guru Bidang Studi,

Halimatus Sa'diyah, S.Hum

Malang, Oktober 2019

Peneliti,

Ahlan

Menyetujui,

Kepala Sekolah SMK Muhammadiyah 2 Malang




Nur Cholis, S.Pd

NBM. 836.057



Appendix 3. Students' Worksheet

Arrange the jumbled paragraph below, analyze and correct the error

words(verb)in each paragraph, then rewrite the story by your own words!

I am very happy because it is my first smartphone. I do a lot of things with it such as watch movie, play games, listen to my favorite songs and I also used it to complete my college assignment. It was like every time I need it, it will always be there for me.

I get my smartphone in the first year of college. It was a gift from my father to me. But, since my father live far away from my campus, so my father sent the money to my cousin and ask him to get it for me.

The color of my smartphone is black. Just like any other smartphone with an old style, the screen of my smartphone was joined to the body by using hinges, so it cannot be separated. The border of the screen is made of black plastic. There is a *cam* planted in the screen framework, it was located at the top-middle side of the screen. The screen is 9 inch wide. The screen and its skeleton thickness is about 0.5 centimeters. The thickness of the body is about 2.2 centimeters, so when I combines the thickness of the screen and the body, the overall thickness of my laptop is about 1.3 centimeters. So you can imagine now that my laptop was thick and heavy.

Appendix 4. The Form of Writing Post-test

Writing Post-test

Time : 60 Minutes

- Write a descriptive text about 150 words based on this following topic:
“The Importance of Laptop ”
- The text should be in 3 paragraphs, consist of the maind idea, supporting idea and concluding paragraph.
- Your text will be evaluated based on the quality of organization, content, grammar, vocabulary, and mechanic.
- Please do the best writing and use the time as well.

Good Luck

Writing Post-test

Time : 60 Minutes

- Write a descriptive text about 150 words based on this following topic:
“The Importance of Laptop”
- The text should be in 3 paragraphs, consist of the maind idea, supporting idea and concluding paragraph.
- Your text will be evaluated based on the quality of organization, content, grammar, vocabulary, and mechanic.
- Please do the best writing and use the time as well.

Good Luck

Appendix 5. The Content Validity of Writing Test

Table of Content of Writing Test

School Level	: Vocational High School
Subject	: English
Curriculum	: 2013
Semester	: 1
Academic Year	: 2019/2020
Test Type	: Subjective (Essay)
Time Allotment	: 60

No.	Competence	Class/Smt	Indicator	Item Number
(1)	(2)	(3)	(4)	(5)
1	Writing a descriptive text	X/1	The students are able to write a descriptive text about the importance of Laptop clearly and systematically	1

Appendix. 6 Scoring Rubric

Scoring Rubric for Writing Descriptive Text

Aspect	Level	Criteria
Content	27-30	EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough – etc.
	22-26	GOOD TO AVERAGE: some knowledge of subject – adequate range - limited development of thesis – etc.
	17-21	FAIR TO POOR: limited knowledge of subject – little substance – etc.
	13-16	VERY POOR: does not show knowledge of subject – non-substantive – etc.
Organization	18-20	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated- etc.
	14-17	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – logical but incomplete sequencing – etc.
	10-13	FAIR TO POOR: non-fluent – ideas confused or disconnected – etc.
	7-9	VERY POOR: does not communicate – no organization – OR not enough to evaluate – etc.
Vocabulary	18-20	EXCELLENT TO VERY GOOD: sophisticated range – effective word and usage – word – etc.
	14-17	GOOD TO AVERAGE: adequate range – occasional errors of word, usage <i>but meaning not obscured</i> – etc.
	10-13	FAIR TO POOR: limited range – frequent errors of word form, usage – <i>meaning confused or obscured</i> – etc.
	7-9	VERY POOR: essentially translation – little knowledge of English vocabulary – etc.
Language use	22-25	EXCELLENT TO VERY GOOD: effective complex construction – etc.
	18-21	GOOD TO AVERAGE: effective but simple construction - minor problems in complex constructions – etc.
	11-17	FAIR TO POOR: major problems in simple/complex constructions – etc.
	5-10	VERY POOR: virtually no mastery of sentence construction rules – etc.
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrated mastery of conventions – etc.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.
	3	FAIR TO POOR: frequent errors of spelling, punctuation – etc.
	2	VERY POOR: no mastery of conventions – etc.

(Adopted from Jacobs et al., 1984 in Weigle (2007))

Appendix 7. Students Post-Test Score

Students' Post-Test Score Class X-OTKP (Otomasisasi & Tata Kelola Perkantoran) (Experimental Group)

No.	NAMA	RATER 1	RATER 2	Average
1.	Achmad Badrusyamsi			
2.	Aisyah Safitri R.	74	73	75.5
3.	Ananda Febi Dwi S.			
4.	Anita Fitri Ayu	73	73	73
5.	Chintya Hemaliana			
6.	Deby Aulia Puspitasi	77	78	77.5
7.	Difana Salsanabila	73	72	72.5
8.	Dwi Sabrina Larasati	75	78	76.5
9.	Fitria Ayu Trisna	72	67	69.5
10.	Ivon Shendy M.	76	74	75
11.	Linda Amiliyani	75	76	75.5
12.	Nurlusiyana	68	65	66.5
13.	Putri Isnaini A.	70	71	70.5
14.	Ramanda Saputra P.	75	73	74
15.	Robby Ahmad Fhauzi	70	70	70
16.	Shelly Paundra Faulina	76	77	76.5
17.	STN. Wahidan K.	69	69	69
18.	Yuliyana	75	67	71
19.	Andini Wulandari	73	72	72.5
20.	Dian Anggraini Setyowati	70	69	69.5
21.	Diyah Wahyu Anggraini	74	73	73.5
22.	Fara Meilina Aisyah	74	72	73
23.	Hasnah Andita Sari	71	70	70.5
24.	Ines Febrianti	73	71	72
25.	Jasmine Auliya Iskandar	78	74	76
26.	Jeane Adhisti Nur Fadilah	74	70	72
27.	Lailatul Novika A.	69	65	67
28.	Lusy Ermawati			
29.	Puput Dinda Aprilianti	74	70	72
30.	Yuanicha Sintya A.	73	72	72.5

Students' Post-Test Score
Class X-BDP (Bisnis Daring & Pemasaran)
(Control Group)

No.	NAMA	RATER 1	RATER 2	Total
1.	Ananda Aprilia Istikana	74	69	71,5
2.	Aprilia Srijayati	73	68	71
3.	Camaliyah Zauharo	73	73	73
4.	Cintya Ali Ningrum	74	70	72
5.	Diana Rohmalia	70	70	70
6.	Ela Wulandari	73	72	72,5
7.	Feri Dimas Setiawan	68	72	70
8.	Fernando Hasyim Asyari			
9.	Firman Adi Pamungkas	73	74	73,5
10.	Fitarika Febiyana	69	71	70
11.	Jevano Rohman Agathan	77	76	76,5
12.	Karina Engelina	67	71	69
13.	Leona Arabella Ardianti	75	70	72,5
14.	Mega Sonia	71	70	70,5
15.	Mohammad Rahmawan P.			
16.	Nazwa Fadya Rahmadani	70	71	70,5
17.	Nurul Huda Saputra			
18.	Ravika Khubbil Maula	68	68	68
19.	Rizky Eka Kurniawan	68	70	69
20.	Sheilamita Noviana	72	71	71,5
21.	Sofia Inayatunisa	76	73	74,5
22.	Waras Mowo Damar S.P	71	70	70,5
23.	Yesa Marselina Dwi A.	70	69	69,5
24.	Yuli	69	68	68,5
25.				
26.				
27.				
28.				
29.				
30.				

Appendix 8. Observation Sheet

School : SMK Muhammadiyah 2 Malang
Class : X-OTKP (Experimental Group)
Subject : English

No.	Day/Date	Meeting	Information
1.	Thursday, 26 th September 2019	1	Students were introduced the giving of direct written feedback in the teaching writing by teacher.
2.	Tuesday, 1 st Oktober 2019	2	Students were given direct written feedback on their writing errors. Most of students reacted teacher's feedback by asking back teacher to explain the meaning of feedback form given. It showed that they really enthusiastic to know why their writing full of correction such as crossing off the wrong word.
3.	Tuesday, 8 th Oktober 2019	3	Teacher provided direct written feedback on students' writing errors. Students responded to teacher's feedback by asking question, example some of students asked the adding "es" and "s". It showed that most of them did not understand the grammatical function and they were still confused the using of <i>present tense</i> and <i>past tense</i> .
4.	Tuesday, 15 th Oktober 2019	4	Besides students' reaction were positive, a few of students reacted to teacher's direct written feedback were negative. Example when they found their writing errors full of correction, they left it. They did not rewrite the correct form on their writing error.
5.	Tuesday, 22 nd Oktober 2019	5	Teacher asked students the reflection about material that have been learned before. Teacher asked them to discuss the material and feedback form given to them, which part they did not understand and need more explanation and reinforcement from the teacher.

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